

Student Learning Outcomes

ART-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

We currently offer an A.A. degree in Art and an A.S. degree in Design, Applied, occupational.

Also offered is an A.S. in Interior Design.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Students receiving AA, AS degrees will be prepared to transfer to any articulated institution with full competency in the discipline of choice, as well as sufficient workforce preparation to work at entry level jobs in visual arts disciplines. Our program is well known in the bayArea for its strengths in traditional core background subjects considered essential to success in higher-tech job opportunities.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

Students are trained in specific writing tasks for different discipline purposes-Art History, Art Criticism.

Critiques and discussions throughout the curriculum provide substantive experience in oral communication, public speaking and extemporaneous expression.

Visual communication is the lifeblood of what we do, and is a constant in both studio and history coursework as students produce visual art projects continuously.

ii. Scientific and Quantitative Reasoning

Scientific and quantitative reasoning applies primarily to courses involving chemistry and deductive reasoning-Ceramics, sculpture, photography and Jewelry. These disciplines

require the training provided in materials, composition, safety and thoughtful production.

iii. Critical Thinking

Critical thinking is present throughout our curriculum in both group discussion/critiques/lectures and demonstrations, and in assignments in interpretive

thinking endemic to the Visual arts field.

iv. Problem Solving

Problem solving is a constant physical challenge for Fine Arts students-particularly in studio classes in which creative solutions are primary. The adventurousness of thinking encouraged is one of our primary contributions beyond sheer physical skill building.

v. Information Literacy

Reading assignments and discussions of current topics in art and Art History provide a continuing connection to currents of cultural literacy. This is especially important and showcased by faculty members who are themselves working professional artists and thinkers.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

Our Art History program provides education and training in interpretive writing and critical thinking . These courses are as follows:

Art 101 History of Ancient Art

Art102 History of European Art

Art 103 History of Modern Art

Visual Communication training exists throughout the studio arts curriculum, providing significant challenges and training through critique/discussions and the development of aesthetic sensibilities via hands-on physical interactions with faculty and fellow students.

These GE courses are as follows:

Art 112 2-D Art Fundamentals

Art 130 Drawing and Composition

ii. Scientific and Quantitative Reasoning

Scientific and quantitative reasoning is not directly reflected in our curriculum, but is certainly a background element to material intensive studio courses such as Sculpture, Ceramics and Jewelry Design.

iii. Critical Thinking

Critical thinking is an essential component of every course offered in the Fine Arts curriculum. The historical precedents in both Studio Arts and Art History by definition provide the student with a nexus for defining their approach to thinking about Art and Art making-skills that become lifelong values in every aspect of working and recreational life. these attributes are clearly articulated in our course outlines and descriptions.

iv. Problem Solving

Problem solving, as the development of critical thinking, is the lingua franca of the Visual Arts program. In the creation of compositions in 2 and 3 Dimensional contexts, students are challenged to mediate at both intuitive and intellectual levels, fulfilling a range of assignments designed to sharpen those exact skills.

v. Information Literacy

It is of primary importance that students in our curriculum be versed in and cognizant of materials and techniques in their safe use, as well as strict guidelines for the understanding of the History of Art and its importance to all cultures.

These virtues are exercised continuously in lectures and discussions in both studio

and Art History courses.

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

3. Assessment:

i. How often do you assess these SLOs?

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?